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CO 603 Treatment Planning/Counseling-2

Virginia Todd Holeman

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Syllabus

Course: CO603 W1 (SP 2009)

Title: Treatment Planning/Counseling-2

Hours: 1.00

Published: Yes, on 11/04/2008

Prerequisites:

CO601†

- or -

CO601†

† indicates this may be fulfilled as a co-requisite.

Department: Counseling

Faculty: Dr. Toddy Holeman



Email: toddy.holeman@asburyseminary.edu

Office: SH

SPO: 795

Meetings:

On Monday, 02/09/2009 from 5:30p to 8:15p in SH404.

On Monday, 02/16/2009 from 5:30p to 8:15p in SH404.

On Monday, 02/23/2009 from 5:30p to 8:15p in SH404.

On Monday, 03/02/2009 from 5:30p to 8:15p in SH404.

Maximum Registration: 30

Catalog Description: This sequence of courses focuses on treatment planning using theoretical, diagnostic, and integrative approaches. Students will be exposed to all phases of the treatment planning process, including the formulation and writing of treatment plans, the implementation of plans using appropriate timelines, treatment techniques appropriate to different mental and emotional disorders, and how to make treatment referrals where necessary. For M.A. Counseling students. CO603 is mandatory for the M.A. Counseling program. Three segments of this four-course sequence are required for the M.A. Counseling program.

Objectives:

CO603 Orientation to Christian Approaches to Diagnosis and Treatment Planning

CO603 Orientation to Christian Approaches to

Diagnosis and Treatment Planning

Spring 2009

FINAL DRAFT 31 Oct 2008

Spring 2009: 4, 3-hours sessions

Time: 5:30-8:15 pm, Monday, Feb 9, 16, 23, and March 2, 2009

Maximum Enrollment: 30

One Hour Credit

Prerequisites: CO601 (may be taken concurrently) and MA Counseling Status

Instructor: Virginia T. Holeman

Office: 859-858-2212, Stanger Hall 412

Email: Toddy_Holeman@asburyseminary.edu

Course Description (This description applies to all the Treatment Planning Courses)

In order to function as a competent clinician, one must develop competence in diagnosing and effectively treating a variety of problems with which they are confronted. In order to do this one must be thoroughly familiar with a variety of treatment modalities. This course is designed to provide students with an introduction to assessment, clinical diagnosis and treatment planning. Students will have an opportunity to become acquainted with material relevant to treatment issues both from a Christian historical perspective and current knowledge.

As a result of completing these courses, students shall:

1. Become familiar with principles for applying Christian thought to the field of counseling.
2. Learn how to conceptualize cases from various theoretical perspectives.
3. Develop the ability to think like a clinician using relevant diagnostic information.
4. Value a collegial process in the development of treatment plans.
5. Learn how to develop and implement treatment plans including cultivating the ability to assess progress and formulate timelines.
6. Learn the value of and how to keep effective treatment records.
7. Understand how to effectively utilize supervision to facilitate quality treatment.
8. Understand the role of psychotropic medications and mood altering chemicals in the treatment of mental and emotional disorders.
9. Understand how to make appropriate referrals.

CO603 focuses particularly on issues of integration of theology and counseling that is, becoming familiar with principles for applying Christian thought to the field of counseling.

Required Text

Entwistle, D. (2004). *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Pub. ISBN: 159-244-7996

The required articles are available in full-text version on the web. Use Asbury Scholar as

your search engine. Select the School of Practical Theology [automatically selects the correct data bases]. Type in the article title and author for your search terms, delimit the year of publication.

Session 1: Read Kilian and Porter

Kilian, M. K. & Parker, S. (2001). A Wesleyan spirituality: Implications for clinical practice. *Journal of Psychology and Theology*, 29(1), 72-80.

Porter, S. L. (2004). Wesleyan theological methodology as a theory of integration. *Journal of Psychology and Theology*, 32(3), 190-199.

Session 2: Read Strawn and Wade, et al.

Strawn, B. D. (2004). Restoring moral affections of the heart: How does psychotherapy heal? *Journal of Psychology and Christianity*, 23(2), 140-148.

Note: Use 'moral affections' as keyword for your search

Wade, N.G., Worthington, E. L., Jr. & Vogel, D. L. (2007). Effectiveness of religiously tailored interventions in Christian therapy. *Psychotherapy Research*, 17(1), 91-105.
You can find this article by Googling the title.

Session 3: Choose Garzon or Hathaway

Garzon, R. (2005). Interventions that apply Scripture in psychotherapy. *Journal of Psychology and Theology*, 33(2), 113-121.

Hathaway, W. L. (2005). Scripture and psychological science? Integrative challenges and callings. *Journal of Psychology and Theology*, 33(2), 89-97.

Session 4 Choose Tisdale, et al. OR Sperry

Tisdale, T. C., Doehring, C.E., & Lorraine-Poirier, V. (2003). Three voices, one song: A psychologist, spiritual director, and pastoral counselor share perspectives on providing care. *Journal of Psychology and Theology*, 31(1), 52-68.

Sperry, L. (2003). Integrating spiritual direction functions in the practice of psychotherapy. *Journal of Psychology and Theology*, 31(1) 3-13.

Recommended Texts

Dueck, A. C. (1995). *Between Jerusalem and Athens: Ethical perspectives on culture, religion, and psychotherapy*. Grand Rapids: Baker Books.

Johnson, E. & Jones, S. (2000). *Psychology and Christianity: Four Views*. Downers Grove, IL: InterVarsity Press.

McMinn, M. R. (2001). *Caring for the soul: Exploring the intersection between psychology and theology*. Downers Grove, IL: InterVarsity Press.

McMinn, M. R. (2004). *Why sin matters: The surprising relationship between our sin and God's grace*. Wheaton, IL: Tyndale House.

- McMinn, M. R., & Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: InterVarsity Press.
- Myers, D. G., & Jeeves, M. A. (2003). *Psychology through the eyes of faith, Revised and updated edition*. San Francisco: Harper and Row.
- Oliver, G. J., Hasz, M., & Richburg, M. (1977). *Promoting change through brief therapy in Christian counseling*. Wheaton, IL: Tyndale House.
- Olthuis, J. (2001). *The beautiful risk: A new psychology of loving and being loved*. Grand Rapids, MI: Zondervan.
- Powlison, D. (2003). *Seeing with new eyes: Counseling and the human condition through the lens of Scripture*. Phillipsburg, NJ: R & R Publishing. [written from a Biblical counseling perspective]
- Soreson, R. L. (2004). *Minding spirituality*. Hillsdale, NJ: Analytic Press. [psychoanalytic perspective on integration]
- Van Leeuwen, M. S. (2002). *My brother's keeper: What the social sciences do (and don't) tell us about masculinity*. Downers Grove, IL: InterVarsity Press.
- Vande Kemp, H. (1991). *Family therapy: Christian perspectives*. Grand Rapids, MI: Baker.
- Welch, E. T. (1998). *Blame it on the brain? Distinguishing chemical imbalances, brain disorders, and disobedience*. Phillipsburg, NJ: R & R Publishing. [written from a Biblical counseling perspective]

Course Requirements

1. Session response paper. Due by midnight on the Wednesday following class. 20%

You will develop a 2-3 page response paper per session following Sessions 1, 2, and 3. This response paper is due by midnight on the Wednesday following class. Your response paper should include your reaction to the reading assigned for that week and to the class discussion/presentation.

2. Book Review. Due Feb. 23, 2008 by the beginning of class 40%.

Select one of the texts from the Recommended Reading list. Develop a 7 page review of this book. Your review should include the following elements:

- Discussion of how integration is framed and presented.
- Summary of the book's contents.
- Discussion of how this text's position on integration compares with the Entwistle text.
- Your personal evaluation of this work and how it will or will not influence your perspective on integration.

3. Position Paper. Due March 9, 2008 by midnight 40%

Entwistle presents several positions on the integration of psychology and theology. Develop a four (4) page paper that summarizes your own position on integration. Your paper should show substantial documentation using scholarly sources (i.e., the assigned or recommended readings, other journal articles or books written for professionals). State the advantages and limitations of your position. State the reasons why you presently adopt this approach to integration. Your paper is graded on the quality of your thinking and presentation and **NOT** on whether you and I hold the same understanding of integration.

Grading Policies and Procedures

Course assignments shall be graded using the following grade ranges:

A	100-96	C	76-74
A-	95-90	C-	73-71
B+	89-87	D+	70-67
B	86-84	D	66-64
B-	83-81	D-	63-61
C+	80-77	F	60 and below

Attendance: Punctual class attendance is required. Students should limit their absences to emergency cases such as illness, family emergencies, etc. Students who miss more than **3 hours** of class will not receive a passing grade.

Late Papers: All written assignments that are late will be accepted, will be graded without written feedback on the paper, and will be assessed a **full letter grade** for each **day** the paper is late.

ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

Class communication is accomplished with the open-source Moodle platform, accessed using a web browser (Firefox is preferred). Log into <http://virtual.asburyseminary.edu> and you will see this course listed to the left. The following are functions with which you should familiarize yourself:

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
 - a) Course News and Announcements, where I will post items important for the entire class;
 - b) Syllabus, where a copy of the syllabus is provided;
 - c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

3. Resources, a section located on the left side, provides links to items you will want to use often in the semester.

**CO 603 Orientation to Christian Approaches to Diagnosis and Treatment Planning
Class Planner**

Date	Reading
Session 1	<p>Entwistle, Chapters 1-3</p> <p>Kilian, M. K. & Parker, S. (2001). A Wesleyan spirituality: Implications for clinical practice. <i>Journal of Psychology and Theology</i>, 29(1), 72-80.</p> <p>AND</p> <p>Porter, S. L. (2004). Wesleyan theological methodology as a theory of integration. <i>Journal of Psychology and Theology</i>, 32(3), 190-199.</p> <p>Session response paper due by Wednesday at midnight</p>
Session 2	<p>Entwistle, Ch 4-7</p> <p>Wade, N.G., Worthington, E. L., Jr. & Vogel, D. L. (2007). Effectiveness of religiously tailored interventions in Christian therapy. <i>Psychotherapy Research</i>, 17(1), 91-105.</p> <p>AND</p> <p>Strawn, B. D. (2004). Restoring moral affections of the heart: How does psychotherapy heal? <i>Journal of Psychology and Christianity</i>, 23(2), 140-148.</p> <p>Session response paper due by Wednesday at midnight</p>
Session 3	<p>Entwistle, Ch. 8-10</p> <p>Garzon, R. (2005). Interventions that apply Scripture in psychotherapy. <i>Journal of Psychology and Theology</i>, 33(2), 113-121.</p> <p>OR</p> <p>Hathaway, W. L. (2005). Scripture and psychological science? Integrative challenges and callings. <i>Journal of Psychology and Theology</i>, 33(2), 89-97.</p> <p>Session response paper due by Wednesday at midnight</p>
Session 4	<p>Entwistle, Ch. 11-13</p> <p>Tisdale, T. C., Doehring, C.E., & Lorraine-Poirier, V. (2003). Three voices, one song: A psychologist, spiritual director, and pastoral counselor share perspectives on providing care. <i>Journal of Psychology and Theology</i>, 31(1), 52-68.</p> <p>OR</p> <p>Sperry, L. (2003). Integrating spiritual direction functions in the practice of psychotherapy. <i>Journal of Psychology and Theology</i>, 31(1) 3-13.</p>
	Book Report is due by the beginning of class on Feb. 23
	Personal Position Paper due by midnight on March 9